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ABSTRACT

The paper is intended to disseminate information and to seek participant suggestions concerning the most recent phase of an ongoing program of state policy research focused on the professional development and state licensure of early career principals. The program, known as the Ohio Principals' Leadership Academy: Entry Year Program (OPLA:EYP), is one component of a multifaceted statewide initiative funded by the Ohio Department of Education and promoted by the Ohio Business Roundtable to build leadership capacity in the state's schools. The paper includes three sections. The first section describes and explains the statewide history, structure, and policy role of the OPLA:EYP. The second section provides an overview of the development of a curriculum for the training of mentors to work with early career principals. The third section traces the background and current status of the methods being tested for delivery of the mentoring curriculum. Appendix A contains a "Memorandum of Understanding"; Appendix B, quadrants for analyzing "indicators" of an Interstate School Leaders' Licensure Consortium standard; Appendix C, a summary sheet of portfolio licensure assessment guidelines; and Appendix D, a flow chart depicting the parts of and procedures for a licensure portfolio. (RT)

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THE OHIO PRINCIPALS' LEADERSHIP ACADEMY ENTRY YEAR PROGRAM

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Introduction

This Paper Discussion is intended to disseminate information and to seek participant suggestions concerning the most recent phase of an ongoing program of state policy research focused on the professional development and state licensure of early career principals. The program, known as the Ohio Principals' Leadership Academy: Entry Year Program (OPLA:EYP), is one component of a multifaceted statewide initiative funded by the Ohio Department of Education and promoted by the Ohio Business Roundtable to build leadership capacity in the state's schools.

The EYP has already completed two years of focused study, with technical assistance from the Educational Testing Service, to field test the utility of the Interstate School Leaders' Licensure Consortium (ISLLC) Portfolio (1999) as an element in the licensure of early career principals. The improvement of licensure procedures is intended to strengthen the success and professional development of persons entering educational administration. Ohio is one of five states (along with Indiana, Mississippi, Missouri, and North Carolina) to have participated in the portfolio field test, and it conducted the largest of these field tests. A preliminary report of this work was presented in the fall of 2000 at the annual meeting of the University Council for Educational Administration (Hoffman, Murphy, Thomas, Burroughs, and Beebe, 2000).

A recent full evaluation of this project established, among other needs, the need for a systematic two-year focus on the development of state policy concerning the training of mentors as agents for the professional growth of early career principals and for the preparation of portfolios for licensure. Such mentoring is intended to facilitate the learning and performance of new administrators in the complex work of providing leadership in schools.

This paper includes three sections. The first section describes and explains the statewide history, structure, and policy role of the OPLA:EYP. The second section provides

an overview of the development of a curriculum for the training of mentors to work with early career principals. This curriculum is a work in progress. The third section traces the background and current status of the methods being tested for delivery of the mentoring curriculum.

Section 1

Taking a page from lessons learned by their teaching colleagues, Ohio school principals are beginning to experience the utility of portfolio development as a tool for professional growth. Through the Ohio Principals' Leadership Academy: Entry Year Program, more than one hundred early career Ohio principals have recently participated in a two-year, standards-based portfolio development project. The program has been funded by the Ohio Department of Education to explore the use of portfolios as a tool for professional growth for school principals. The project was responsible for a policy recommendation for the future licensure of schools principals in Ohio. The principals were organized into five regional networks with different delivery designs in each region; however, the Entry Year Program (EYP) unites a set of common goals:

1. Supporting leadership and learning for early career administrators.
2. Fostering the development of a standards-based portfolio,
3. Improving principal preparation programs, and
4. Creating a community of learners to assist in redefining the role of the principal.

Emergent Academy Design Features

Adhering to a set of common goals produced some common design features in each of the regional academies. One such commonality is the **development of mentoring relationships** by joining early career administrators with veteran, master principals. Each region organized its mentoring arrangements differently. For example, in northeast Ohio, the

principals organized into four clusters of approximately seven principal-mentor pairs. The clusters included mentor principals and an experienced cluster leader. In southeastern Ohio, five early career administrators were paired with one experienced administrator. This design better accommodated the geographic spread of the region. In central Ohio, two early career administrators joined with a veteran principal to form a triad. This design allowed the voice and needs of early career administrators to prevail.

A second common design feature in each region is the **use of standards-based administrative portfolios as a tool for professional growth and development**. After two years of pilot work with a loosely-defined portfolio process, the EYP vaulted statewide into a more structured, standards-based design developed cooperatively by the Interstate School Leaders Licensure Consortium and the Educational Testing Service. By connecting with the new design, the EYP reduced the risk of falling into two common portfolio pitfalls noted by Shulman (1998):

a. The danger of "trivialization" of content causing the loss of focus and impact and

b. Paying more attention to the style than to the substance.

In short, the ETS design brings focus and substance. The design is a series of five questions around each of the six ISLLC standards. Each component of five questions requires focused reflective writing and purposeful documentation. Below is one example of one component of this portfolio design:

ISLLC Standard 2: School Culture and Instructional Program

> A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining school culture and instructional program conducive to student learning and staff professional growth.

Questions: 1. Identify and describe three significant barriers to learning for either all students or subsets of students in your school or district. Why are these barriers significant? What is their impact on student learning?

2. Choose one of the three barriers that you have worked to remove or reduce. Describe the students most affected by the barrier. What were the learning needs of these students, and how did this barrier keep these needs from being met?

3. Identify the stakeholders (i.e., parents, teachers, community members, other students) that you considered in addressing the barrier. What role did they play with respect to the barrier? How did you involve them in understanding and addressing the barrier?

4. Describe the strategy that was used to address this barrier. Why was this strategy selected?

5. Reflect on your experience addressing this barrier by explaining what worked well, and what you would do differently if given the opportunity. What have you learned from this experience that you can apply to other barriers you may face in the future?

By limiting the response to each question to two pages of reflective writing and five pages of documentation, this portfolio process seems to promote both focus and substance.

From Portfolio to Practice

Research on teacher portfolios has revealed that portfolios can serve the dual purposes of:

a. Supporting the development of professional skills through systemic experiences and feedback, and

b. Providing a means for performance-based assessment of skill attainment (Lyons, 1998).

Subscribing to these dual purposes, the EYP staff in all regions has been identifying, discussing, and debating the administrative skills that might transfer from portfolio to practice. The current draft of our skills set includes five interrelated, cyclical administrative skill areas: democratic skills, documentation skills, diagnostic skills, design skills, and deliberation skills.

The design of this portfolio process requires **democratic approaches**. Both the standards and the design of the question require principals to take democratic approaches in

the four other skill categories. In other words, as a principal works on his/her portfolio, he/she must be inclusive while documenting, diagnosing, designing and deliberating.

Documentation skills are needed to complete this portfolio. Documentation involves the capturing, organizing, and communicating of tacit and explicit knowledge. Good documentation is a system of knowledge management. It provides a way of making visible conditions, intentions, relationships, processes and performance outcomes.

While documenting for the portfolio, principals are constantly involved in using **diagnostic skills**. A good educational diagnosis identifies the conditions and relationships that enhance and impede learning. In both portfolio work and the principalship, the quality of documentation affects the quality of diagnostic work.

Good portfolio designs propel its keeper to action. **Design skills** involve systematic, planned, and deliberate action. Through carefully crafted questions, this portfolio design encourages diagnostic and design actions. The portfolio process enables principals to take thoughtful, documented action to improve teaching and learning in their schools.

Deliberation skills involve revisiting and reflecting on experience. Good deliberation is democratic and incorporates documentation, diagnostic and design processes. We learn best from experiences when there are discernable and accessible traces of what actions have taken place, how actions have changed, what thinking has informed those actions, and how thinking has changed. A well-developed portfolio enables a principal to revisit and reflect on essential leadership and learning practices.

We believe that administrative portfolios have utility in the professional growth and development of school principals. The feedback from principals has been mixed. While some principals tout the experience as their best professional development experience, others claimed it to be simply another burden to an already demanding job. We have found that a proper introduction to the process and sustained coaching support are necessary for a

successful experience. We also have noted that the principals who were able to connect their portfolios to continuous improvement plans or leadership goals also had a more compelling experience.

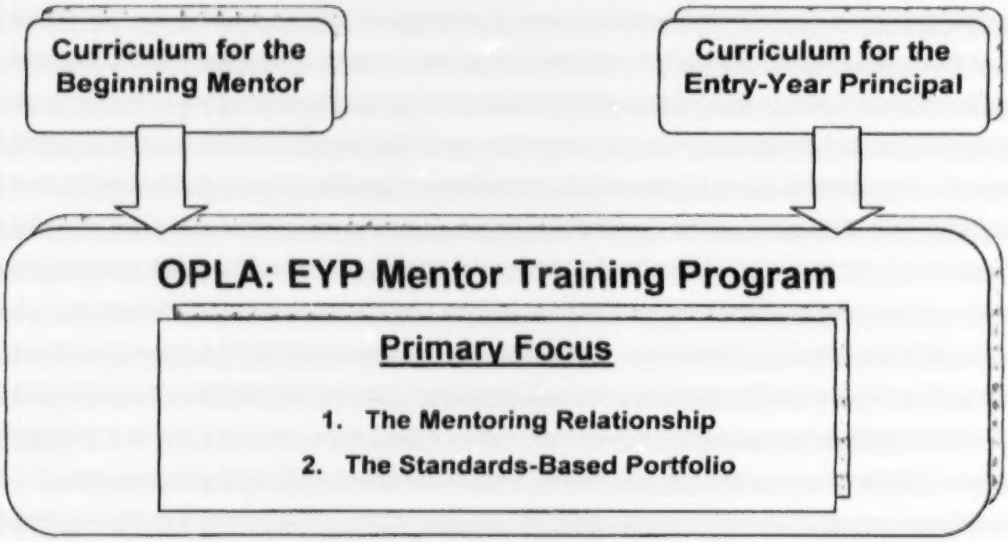
The Ohio Principals Leadership Academy Entry Year Program remains in its formative stages. We have been awarded another two-year pilot to continue to inform mentoring relationships and portfolio coaching. All five regions have developed new cohorts of 30 early career principals and mentor principals. Specifically, these cohorts are helping us define curriculum for both mentors and entry year principals. This will be the topic of the second section of this paper.

An explicit intent in this project is to encourage principals to become lead learners around issues of teaching and learning. Principals must not only lead our schools in the 21st century, but they must also lead the redefinition of the role of the principalship. If schools are to become more thoughtful, reflective institutions of learning, school principals must shed the shackles of management and begin modeling thoughtful and reflective learning practices.

Section 2

During the past academic year, significant progress has been made to develop a statewide curriculum for the training of mentors for their responsibilities under the OPLA:EYP. The Curriculum Committee that developed the Mentor Training program recognized that time and financial constraints influence the amount of content that can be presented to mentors in training. The curriculum that follows is premised on two full days of training. The Committee identified two components as the primary focus of the OPLA: EYP Mentor Training Program:

1. An effective mentoring relationship, and
2. An ISLLC Standards-based portfolio.


Curriculum for the Beginning Mentor
Curriculum for the Entry-Year Principal
OPLA: EYP Mentor Training Program
Primary Focus
1. The Mentoring Relationship
2. The Standards-Based Portfolio

The Committee then turned to the task of developing and/or identifying learning activities and resources that would train Principal Mentors in the areas of:

- **How to develop an effective mentoring relationship with the Entry-Year Principal (Component 1).**

  Rationale: Mentors of Entry-Year principals need to (1) understand their role as mentors and (2) know effective techniques and resources that facilitate the development of a positive and productive relationship with their mentees.

- **How to best help the Entry-Year Principal create a portfolio that is based on the ISLLC Standards and meets Ohio's licensure requirements (Component 2).**

  Rationale: Mentors of Entry-Year principals need to know the ISLLC Standards and how to assemble the required standards-based portfolio so that they can guide their Mentees in preparing for the portfolio process.

The following pages present topics and training activities that are related to these two essential components of mentor training. They recognize that the training needs of beginning and experienced mentors differ and that their training should be differentiated.

An Overview of Component 1 and Related Training Activities

Component	Topics	MENTOR TRAINING ACTIVITIES			
		Beginning Mentors		Experienced Mentors	
		Activity	Estimated Time	Activity	Estimated Time
(1.) How to develop an effective mentoring relationship.	(1.1) The Mentor's Role	(B1.1.1) "Examining the Mentor's Role"	30 minutes	(E1.1.1) "Examining the Mentor's Role"	30 minutes
		(B1.1.2) "The Mentor's Reflective Journal"	60 minutes	(E1.1.2) "The Mentor's Reflective Journal"	60 minutes
		(B1.1.3) "Adding Goals to the Mentor's Reflective Journal"	15 minutes	(E1.1.3) "Adding Goals to the Mentor's Reflective Journal"	minutes
	(1.2) The Mentoring Relationship	(B1.2.1) "Case Studies Depicting Different Mentor-Mentee Relationships"	60 minutes	(E1.2.1) "Case Studies Depicting Different Mentor-Mentee Relationships"	60 minutes
		(B1.2.2) "Things a Mentor Can Do To Facilitate the Mentoring Relationship"	30 minutes	(E1.2.2) "Things a Mentor Can Do To Facilitate the Mentoring Relationship"	30 minutes
		(B1.2.3) "Role Playing a Scripted Mentor – Mentee Conference"	40 minutes	(E1.2.3) "Role Playing an Improvised Mentor – Mentee Conference"	40 minutes
	(1.3) Survival Techniques	(B1.3.1) "Essential Management Tips"	15 minutes	(E1.3.1) "Essential Management Tips"	15 minutes
		(B1.3.2) "Sharing Helpful Management Tips"	15 minutes	(E1.3.2) "Sharing Helpful Management Tips"	15 minutes
		(B1.3.3) "Conducting Classroom Walkthroughs"	???	???	???
	(1.4) Coaching	(B1.4.1) "Creating a Definition of Coaching"	???	???	???
		(B1.4.2) "Categories of Effective Coaching Skills"	???	???	???
	(1.5) Communication	(B1.5.1) "Improving Relationships Through Improved Communication"	140 minutes	???	???
	(1.6) Reflective Writing	(B1.6.1) "Writing Reflectively Before the Mentor Training Sessions"	Zero minutes of Training Time*	(E1.6.1) "Writing Reflectively Before the Mentor Training Sessions"	Zero minutes of Training Time*
		(B1.6.2) "Reflecting on Reflective Writing"	30 minutes	(B1.6.2) "Reflecting on Reflective Writing"	30 minutes

* This activity is completed prior to the Training Session.

An Overview of Component 2 and Related Training Activities

Component	Topics	MENTOR TRAINING ACTIVITIES			
		Beginning Mentors		Experienced Mentors	
		Activity	Estimated Time	Activity	Estimated Time
(2.) How to create a portfolio that is based on the ISLLC Standards and meets Ohio's re-licensure requirements.	(2.1) The ISLLC Standards	(B2.1.1) "Indicators of the Standards"	30 minutes	(E2.1.1) "Indicators of the Standards"	30 minutes
		(B2.1.2) "Using Scenarios to Clarify the ISLLC Standards"	30 minutes	(E2.1.2) "Using Scenarios to Clarify the ISLLC Standards"	30 minutes
	(2.2) ETS Guidelines for Assessment of Portfolios	(B2.2.1) "An Overview of the Portfolio Assessment Guidelines"	30 minutes	(E2.2.1) "Improving a Less Than Perfect Portfolio"	30 minutes

The total of the "Estimated Times" for the activities of both Components is 525 minutes.

585 minutes are available for training if the following time frame is used, which presumes that funding provides two days of training, lodging for one night, and four meals for each participant:

Day 1
9:00 a.m. to 9:15 a.m. for "welcome" and overview
9:15 a.m. to 12:00 noon (with two 15 minute breaks) = 135 minutes of training
12:00 noon to 1:00 p.m. for lunch
1:00 p.m. to 4:00 p.m. (with two 15 minute breaks) = 150 minutes of training
4:00 p.m. to 7:00 p.m. for dinner
7:00 p.m. to 8:00 p.m. = 60 minutes of training

Day 2
7:00 a.m. to 8:00 a.m. for continental breakfast
8:00 a.m. to 12:00 noon (with three 15 minute breaks) = 195 minutes of training
12:00 noon to 1:00 p.m. for lunch
1:00 p.m. to 3:00 p.m. (with one 15 minute break) = 105 minutes of training
3:00 p.m. - Dismissal

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.1: The Mentor's Role	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.1.1: "Examining the Mentor's Role" a) Distribute copies of the "Memorandum of Understanding" (see Appendix A). Ideally, the Mentors would have seen the "M emorandum" before agreeing to serve as Mentors and before coming to the training sessions. b) Engage the Mentors in a review / clarification of the "Memorandum." **[Estimated Time: 30 minutes]**	**Activity E1.1.1:** "Examining the Mentor's Role" a) Distribute copies of the "Memorandum of Understanding" (see Appendix A). Ideally, the Mentors would have seen the "Memorandum" before agreeing to serve as Mentors and before coming to the training sessions. b) Engage the Mentors in an analysis of the "Memorandum." Does it realistically describe the mentor's role? Are there any changes needed? c) Collect the input of these experienced Mentors and forward it to OPLA leadership. **[Estimated Time: 30 minutes]**

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.1: The Mentor's Role	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.1.2: "Reflective Journals" a) *During the initial training session*, guide the Mentors in beginning a "Reflective Journal" that each is to maintain throughout the training experience. *Explain* that their "journaling" simulates the reflective writing that an early-career principal is advised to maintain when preparing an ETS / ISSLC standards-based portfolio for principal re-licensure. [ET= 10 minutes] b) Provide time for the Mentors to write in their journals re: "My Hopes and Fears About Mentoring Entry-Year Principals" [ET= 20 minutes] c) At the conclusion of the training session, organize the Mentors into small discussion groups, so that they can share thoughts from their reflection writing about the training experience and the mentoring role they have assumed. (ET= 30 minutes) **[Total Estimated Time= 60 minutes]**	**Activity E1.1.2:** "Reflective Journals" a) *During the initial training session*, guide the Mentors in beginning a "Reflective Journal" that each is to maintain throughout the training experience. *Remind* them that their "journaling" simulates the reflective writing that an early-career principal is advised to maintain when preparing an ETS / ISSLC standards-based portfolio for principal re-licensure. [ET= 10 minutes] b) Provide time for the Mentors to write in their journals re: "My Hopes and Fears About Mentoring Entry-Year Principals." [ET= 20 minutes] c) At the conclusion of the training session, organize the Mentors into small discussion groups, so that they can share thoughts from their reflection writing about the training experience and the mentoring role they have assumed. (ET= 30 minutes) **[Total Estimated Time= 60 minutes]**

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.1: The Mentor's Role	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.1.3: "Adding Goals to the Reflective Journal" a) Schedule this activity *near the mid-point of the training program.* b) Encourage the Mentors to identify and record goals in their "Reflective Journals" that relate to their roles as Mentors of entry-year principals. (ET= 15 minutes) c) Encourage the Mentor to refer to these goal statements during the mentoring experience to assess and guide her/his performance as a Mentor. **[Total ET= 15 minutes]**	**Activity E1.1.3:** "Adding Goals to the Reflective Journal" a) Schedule this activity *near the mid-point of the training program.* b) Encourage the Mentors to identify and record goals in their "Reflective Journals" that relate to their roles as Mentors of entry-year principals. (ET= 15 minutes) c) Encourage the Mentor to refer to these goal statements during the mentoring experience to assess and guide her/his performance as a Mentor. **[Total ET= 15 minutes]**

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.2: The Mentoring Relationship	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.2.1: "Case Studies Depicting Different Mentor-Mentee Relationships" a) Distribute and have the Mentors read case studies that depict different Mentor-Mentee relationships. b) Engage the Mentors in a discussion about the different styles of Mentoring depicted in the case studies. Encourage the Mentors to discuss how they think the Mentees in the case studies might respond to the different styles. c) Then, encourage the Mentors to discuss the appropriateness and/or necessity of using different Mentoring styles with Mentees who display different needs. **[ET= 60 minutes]**	**Activity E1.2.1:** "Case Studies Depicting Different Mentor-Mentee Relationships" a) Organize the Mentors into small discussion groups. b) Ask the mentors to recall the most difficult mentoring situation they have experienced c) Ask the Mentors to identify any things they would do differently, if they faced a similar situation again. d) Ask the Mentors to share their recalled incidents and identify any things that they would do differently if they had the opportunity to do so. **[ET= 60 minutes]**

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.2: The Mentoring Relationship	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.2.2: "Things A Mentor Can Do To Facilitate The Mentoring Relationship" a) Distribute print materials that address techniques for developing a positive and productive relationship with the Mentee. [See the related section of A Guide for Mentoring the Entry-Year Principal.] b) Allow time for a review and discussion of ideas presented in the resource material. [ET= 20 minutes] c) Allow time for the Mentors to write their reflections of this activity. [ET= 10 minutes] **[Total ET= 30 minutes]**	**Activity E1.2.2:** "Things A Mentor Can Do To Facilitate The Mentoring Relationship" a) Ask each Mentor to privately develop a list of things that he/she did to facilitate the development of a positive and productive relationship with a Mentee. [ET= 5 minutes] b) Organize the mentors into small discussion groups. c) Ask the Mentors share and compare their lists with others in the groups. [ET= 5 minutes] d) Ask the Mentor(s) analyze the listed items and create different categories: For example, are there any patterns? Are there things that were done early in the relationship, later on? Any things that were done according to the Mentees' personalities? According to the level of school organization? e) Allow time for the Mentors to write their reflections of this activity. [ET= 20 minutes] **[Total ET= 30 minutes]**

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.2: The Mentoring Relationship	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.2.3: "Role Playing a Scripted Mentor – Mentee Conference" a) Organize the Mentors into groups of three to seven members. [ET= 1 minute] b) Within each group, identify two Mentors to play "Mentor" and "Mentee" and distribute a scenario to each of them. (See scenarios in the "Guide to Mentoring the Entry-Year Principal.") [ET= 3 minutes] c) Excuse the two role players from each group so that they can *silently* and *separately* review the scenario in preparation for playing their respective roles. While the two role players are preparing, distribute copies of the scenario to the other Mentors and ask them to discuss what they will look for when observing the role-playing. [ET= 10 minutes] d) Have the role players return to their group and "act out" the scenario. [ET= 5 minutes] e) After the role players finish the scenario, engage all group members in a discussion of the experience.	**Activity E1.2.3:** "Role Playing an Improvised Mentor – Mentee Conference" a) Organize the Mentors into small groups of three to seven members. [ET= 1 minute] b) Distribute several 3x5 cards to each group member and ask each person write a description of a school-related situation that an entry-year principal might encounter and subsequently choose to share with the Mentor. Specify that participants should only list one situation per card. [ET= 3 minutes] c) Collect and place all completed cards in a container (box, hat, etc.) [ET= 1 minute] d) Identify one group member to play the role of "Mentor" and another group member to play the role of "Mentee." [ET= 3 minutes] e) Direct the "Mentee" to pull a 3x5 card from the container and read out loud the description of the situation. [ET= 2 minutes] f) The "Mentee" and the "Mentor" then role play the situation with the "Mentor" attempting to offer

f) Discussion prompts for the observers might include the following:

(1) Reflecting on your preconceived ideas of what you planned to look for during your observation, share whether you saw what you expected to see, or were there any unexpected observations?

(2) Identify something that you observed in this that you might be able to use, if you were confronted with such a situation.

(3) Share your thoughts about using a different approach, if you were confronted with such a situation.

(4) Identify other situations / scenarios in which such approaches or strategies might be useful.

[ET= 10 minutes]

g) Discussion prompts for the "role players" might include the following:

(1) How did you feel at different points during this activity? Might such emotions re-occur during actual conferences with Mentees?

(2) If you could redo this conference, would you do anything differently? If so, what would that be and why would you do it differently?

[ET= 10 minutes]

[Total ET= 40 minutes]

assistance according to the perceived needs of the "Mentee." [ET= 5 minutes]

g) After the role-playing is completed, ask all participants to discuss the situation that was presented and analyze how the role-players handled the situation.

[ET= 5 minutes]

[Total ET for first cycle = 20 minutes]

h) As time permits, have different group members repeat the cycle of drawing a card and role-playing the situation that is described on the card.

[ET= 10 minutes per subsequent cycle]

[Total ET = 40 minutes]

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.3: Survival Techniques	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.3.1: "Essential Management Tips" a) Provide materials that address the topic of essential management tips for entry-year principals. [See related sections of A Handbook for the Entry-Year Principal.] b) Allow time for review. Ask for and allow discussion of any related questions. c) Clarify the process by which Mentors may secure copies of A Handbook for the Entry-Year Principal for distribution to their Mentees. **[Total ET= 15 minutes]** *[This time frame presumes that the Mentors will use time outside the training session to familiarize themselves with the Handbook for the Entry-Year Principal.]*	**Activity E1.3.1:** "Essential Management Tips" a) Provide materials that address the topic of essential management tips for entry-year principals. [See related sections of A Handbook for the Entry-Year Principal.] b) Allow time for review. Ask for and allow discussion of any related questions. c) Clarify the process by which Mentors may secure copies of A Handbook for the Entry-Year Principal for distribution to their Mentees. **[Total ET= 15 minutes]** *[This time frame presumes that the Mentors will use time outside the training session to familiarize themselves with the Handbook for the Entry-Year Principal.]*

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.3: Survival Techniques	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.3.2: "Sharing Helpful Management Tips" a) As a follow-up to Activity B1.3.1 (above), ask the Mentors to contribute other management or organizational tips that they found helpful in their work as a school principal. **[Total ET= 15 minutes]**	**Activity E1.3.2:** "Sharing Helpful Management Tips" a) As a follow-up to Activity B1.3.1 (above), ask the Mentors to contribute other management or organizational tips that they found helpful in their work as a school principal. **[Total ET= 15 minutes]**

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.3: Survival Techniques	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.3.3: "Conducting Classroom Walk-Throughs" a) **[Total ET= ? minutes]**	**Under Development**

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.4: Coaching	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.4.1: "Creating a Definition of Coaching" a) Engage the mentors in a discussion of coaching by encouraging them to create and share terms, phrases, and/or statements that clarify the role of coaches. b) Ask the mentors to keep this list in mind when participating in the next training activity, which is explained on the following page. **[Total ET= ? minutes]**	**Activity E1.4.1: Under Development**

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.4: Coaching	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.4.2: "Categories of Coaching Skills" **[Total ET= ? minutes]**	**Under Development**

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.5: Communication	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.5.1: "Improving Relationships Through Improved Communication" a) Present an overview of basic concepts and techniques and provide time for the Mentors to immediately practice the skills (in groups of three). Given the length of this topic, provide "breaks" for participants. (1) Overview: "At the Heart of It All - The Acceptable/Unacceptable Behaviors of Others." [ET= 10 minutes] (2) Overview: "Three Things that Influence the Line Between the Acceptable and Unacceptable Behaviors of Others." [ET= 10 minutes] (3) Overview: "Unacceptable Behaviors and Problem-Ownership." [ET= 10 minutes] (4) Overview and Practice: "Effectively Receiving and Sending Messages." [ET= 20 minutes] (5) Overview and Practice: "Actively Listening." [ET= 20 minutes] (6) Overview and Practice: "You"	**Under Development**

Messages vs. "I" Messages. [ET= 20 minutes] (7) Composing Effective "I" Messages. [ET= 20 minutes] (8) Problem-Solving (Six-Steps). [ET= 30 minutes] **[Total ET= 140 minutes]**	

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.6: Reflective Writing	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.6.1: "Writing Reflectively Prior to the Training Session" a) Prior to the training session, inform the Mentors that they are to: (1) Complete a reflective writing in response to the following prompt: "Highlights of my career in education would include the time that I..." (2) Bring their reflective writing for sharing during the mentor-training session. **[Total ET= 0 minutes of Training Time]**	**Activity E1.6.1:** "Writing Reflectively Prior to the Training Session" a) Prior to the training session, inform the Mentors that they are to: (1) Complete a reflective writing in response to the following prompt: "Highlights of my career in education would include the time that I ..." (2) Bring their reflective writing for sharing during the mentor-training session. **[Total ET= 0 minutes of Training Time]**

COMPONENT 1. How to Develop an Effective Mentoring Relationship	
Topic 1.6: Reflective Writing	
Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B1.6.2: "Reflecting on Reflective Writing" a) This relates to Activity B1.6.1 (above). b) Arrange the Mentors into groups of 2-3 persons for discussion of the following: (1) Did writing about your professional experience increase your understanding of it? [ET= 5 minutes] (2) What did you learn about your professional experience as a result of writing about it? [ET= 5 minutes] (3) What are some possible benefits and/or drawbacks of reflective writing? [ET= 5 minutes] (4) When might reflective writing come easily and when might it be difficult? [ET= 5 minutes] (5) Identify two situations that a *school principal* might encounter that would warrant the use of reflective writing. [ET= 5 minutes] (6) Identify two situations that a *principal-mentor* might encounter that would warrant the use of reflective writing. [ET= 5 minutes] **[Total ET= 30 minutes]**	**Activity E1.6.2:** "Reflecting on Reflective Writing" a) This relates to Activity B1.6.1 (above). b) Arrange the Mentors into groups of 2-3 persons for discussion of the following: (1) Did writing about your professional experience increase your understanding of it? [ET= 5 minutes] (2) What did you learn about your professional experience as a result of writing about it? [ET= 5 minutes] (3) What are some possible benefits and/or drawbacks of reflective writing? [ET= 5 minutes] (4) When might reflective writing come easily and when might it be difficult? [ET= 5 minutes] (5) Identify two situations that a *school principal* might encounter that would warrant the use of reflective writing. [ET= 5 minutes] (6) Identify two situations that a *principal-mentor* might encounter that would warrant the use of reflective writing. [ET= 5 minutes] **[Total ET= 30 minutes]**

COMPONENT 2. How to Create a Portfolio that is Based on the ISLLC Standards And Meets Ohio's Re-Licensure Requirements.

Topic 2.1: The ISLLC Standards

Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B2.1.1: "Indicators of the Standards"	**Activity B2.1.1:** "Indicators of the Standards"
1. Organize the Mentors into small groups and distribute a copy of one Standard to each group. [ET= 3 minutes] 2. Direct the Mentors to read the Standard that their group has been given. [ET= 5 minutes] 3. Instruct each group to develop a list of "indicators" for the Standard that their group has been assigned. To do this, suggest that each group consider the following questions: "If a school has successfully implemented the Standard that we have been assigned, how would we know it? What are the indicators that the lives of students are better in a school that achieves this Standard?" [ET= 12 minutes] 4. Have the groups share and discuss their completed lists. [ET= 20 minutes] **[Total ET= 40 minutes]**	1. Organize the Mentors into discussion groups of three to five persons. [ET= 2 minutes] 2. Announce that all groups will be working on the same ISLLC Standard (choose and announce which one it is) and then pose the following question: "What are the indicators that the lives of students are better in a school that achieves this Standard?" [ET= 1 minutes] 3. Provide time for the group members to create a list of such indicators. [ET= 12 minutes] 4. Direct the participants to place their items in a quadrant (see Appendix B) according to "visibility" and "degree of influence." [ET= 10 minutes] 5. Have the groups to analyze and discuss the results shown by the quadrant. [ET= 15 minutes] **[Total ET= 40 minutes]**

COMPONENT 2. How to Create a Portfolio that is Based on the ISLLC Standards And Meets Ohio's Re-Licensure Requirements.

Topic 2.1: The ISLLC Standards

Beginning Principal Mentors	**Experienced Principal Mentors**
Activity B2.1.2: "Using Scenarios to Clarify the ISLLC Standards" 1. The goal of this activity is to help the Mentors become more familiar with the Standards and to project how they could use the scenarios to clarify the ISLLC Standards with their Mentees. 2. From Section Three of A Guide to Mentoring the Entry-Year Principal (Lindley, 2001); select six scenarios (each one depicting a different ISLLC Standard). 3. Distribute to each Mentor: a) A set of all six selected scenarios. b) A sheet that provides brief definitions of the ISLLC Standards. [ET= 2 minutes] 4. Instruct the Mentors to: a) Read the scenarios and the definitions of the Standards. [ET= 15 minutes] b) Explain that each Mentor is to privately match each of the six scenarios with the Standard to which it most closely relates. [ET= 10 minutes] 5. Organize the Mentors into groups of three to five persons.	**Activity E2.1.2:** "Creating Scenarios to Clarify the ISLLC Standards" 1. Distribute to each Mentor a sheet that provides brief definitions of the ISLLC Standards (see Appendix). [ET= 2 minutes] 2. Organize the Mentors into groups of three to five persons and randomly assign one ISLLC Standard to each group. [ET= 3 minutes] 3. Instruct each group to create and write a problem-based scenario that emphasizes the ISLLC Standard that was assigned to the group. [ET= 10 minutes] 4. Collect all written scenarios and then distribute them to the groups so that no group has the scenario that it wrote. [ET= 2 minutes] 5. Direct each group to identify steps that the group would recommend be taken in order to resolve the problem described in the scenario the group now has. [ET= 10 minutes]

[ET= 3 minutes] 6. Ask the Mentors to share and explain their matches to their group members. [ET= 10 minutes] 7. Ask the Mentors to discuss how they might use these scenarios with their Mentees. [ET= 10 minutes] **[Total ET= 50 minutes]**	6. Ask one group member from each group to read out loud the scenario that the group had to resolve and to then report the steps that the group recommended be taken to resolve the problem. [ET= 15 minutes] 7. Invite the total group to discuss how Mentors could use scenarios to increase their Mentees' understanding of the ISLLC Standards. [ET= 8 minutes] **[Total ET= 50 minutes]**

COMPONENT 2. How to Create a Portfolio that is Based on the ISLLC Standards And Meets Ohio's Re-Licensure Requirements.

Topic 2.2: ETS Guidelines for Assessment of Portfolios

Beginning Principal Mentors	**Experienced Principal Mentors**
Activity: B2.3.1: "Overview of the Portfolio Licensure Assessment Guidelines" 1. Organize the Mentors into small groups of three to five persons. [ET= 1 minute] 2. Give each Mentor a "Summary Sheet" and a "Flow Chart" (see Appendices C and D) that describe / illustrate the Portfolio Licensure Assessment guidelines. [ET= 1 minute] 3. Inform the Mentors that they have fifteen minutes to read the guidelines and identify questions they want clarified about the guidelines and/or the process for completing a portfolio. [ET= 15 minutes] 4. Give each group an opportunity to raise one question from the list that was developed. After each group has asked one question, go around again, until all questions are asked and answered or time runs out. (If any questions remain unanswered, collect them in writing for an email response.) [ET= 15 minutes]	**Activity E2.3.1:** "Improving a Less -Than Perfect Portfolio" 1. Organize the Mentors into small groups of three to five persons. [ET= 1 minute] 2. Distribute copies of a portfolio that is less than perfect (See Appendix C). Make no comment about the quality of the portfolio. [ET= 2 minute] 3. Explain to the Mentors that they are to assume that one of their Mentees has developed this portfolio and has asked the Mentor to critique it. Direct the Mentors to read the portfolio and identify areas that they think are weak and need to be improved. [ET= 17 minute] 4. Ask the Mentors to discuss in their small groups any areas of the portfolio that they identified as weak and in need of improvement. [ET= 10 minute]

5. Ask the Mentors to discuss related issues such as: (a) What might be the most difficult tasks for the Mentees? (b) What kind of materials could the Mentees collect for possible documentation? (c) What concerns or fears might the Mentees have about the licensure guidelines and/or process? (d) What can the Mentors do to be better prepared to assist their Mentees with portfolio development? [ET= 18 minutes] **[Total ET= 50 minutes]**	5. Ask the Mentors to discuss ways that the Mentee can strengthen the document. [ET= 10 minute] 6. Ask the Mentors to discuss how they would present the critique/feedback to the Mentee. [ET= 10 minute] **[Total ET= 50 minutes]**

Section 3

Beginning two years ago, the initial objective of the Entry Year Principal's program was to nurture leadership and learning practices. The primary focus was to provide guidance in the development of those skills needed for a beginning administrator, with emphasis on helping to develop and complete an administrative portfolio as a potential avenue for professional licensure. Included in the initial objective was also a plan to develop an effective, meaningful, and careful method to aid in creating a more collaborative community among administrators.

To accomplish this task in Northeast Ohio, various committees were established. These committees were comprised of individuals who were or had been directly involved in the educational arena and who had now become stakeholders in a major statewide project. Superintendents, higher level educational personnel, principals, assistant principals, and educational directors met regularly in support of and to provide input to aid in the accomplishment of the goals and objectives of the Ohio Principal's Leadership Academy's Entry Year Program.

The need for a basis and guide as to where to start was evident. To accomplish this goal, the project coordinators were responsible for providing facilitators whose primary function was to facilitate cluster group meetings. Each cluster group was comprised of mentors and mentees who had been chosen by their district superintendents. Where and how frequently the facilitators met was a regional decision and the members of the cluster groups collaboratively determined the frequency of their meetings and where they would be held. Plans for future meetings, the sharing of professional readings of interest, portfolio completion, licensure, as well as individual concerns were issues of discussion. These

meetings provided a means for sharing and networking in a positive atmosphere where immediate feedback could be given and received.

Various training sessions were scheduled both regionally and statewide. The sessions were scheduled based on what was thought to be of the greatest need to support entry year principals. The use of technology as a tool for collaborating, networking, and support was encouraged. A session on Personal Profiling was held to help mentors and mentees understand themselves and others in a specific environment. A "Reflective Writing Workshop" provided practice and insight as to the importance and benefits of journaling as a tool for the development of improved knowledge and skills. The "Sticky Issue Protocol Method" was demonstrated to show its effectiveness as a tool to help think through, solve a problem, and give advice regarding barriers to learning. Included in this session were techniques for listening to and acquiring feedback in a disciplined manner. "Linking the ISLLC Standards with Daily Practice" was another training session that focused on providing and using various scenarios relative to the day-to-day activities in which a principal is involved that demonstrate work with the different standards.

The most recent training session sponsored by Phi Delta Kappa was "Conducting Classroom Walk Throughs to Maximize Student Achievement." This training session focused on the value and rationale for walk throughs, the appraisal process, observation structure, giving feedback, and asking reflective questions. During the training, which included visiting and observing classrooms at an elementary school and a high school, the mentors were active participants in the learning process and had the opportunity to practice what had been presented previously.

The focus of the program has shifted for the years 2001-2003 from portfolio emphasis to development of a curriculum for mentors to include the components of collaboration and networking through effective mentoring practices during the first phase. Phase two includes

the completion of a partial portfolio, including the skills needed for coaching and assessing the administrative portfolio. This shift in focus required reflection, additional training sessions, surveys, needs assessments, input, and feedback from state and regional committees, mentors, mentees, and curriculum coordinators.

The process of delivery of the mentor curriculum is crucial to the successful implementation of its components and how it will impact the entry year principal's performance. This has focused attention on the need for continued assessment of the implementation method of the mentoring curriculum. The two methods that were selected for delivery of the mentoring this year were Bridgeline conferencing and traditional training. There are positives and negatives to both methods but if used cooperatively they can be a very powerful tool in the delivery process of the mentor curriculum.

Bridgeline conferencing supports networking among a much larger audience rather than a select group. The sharing of ideas, knowledge, guidance, and feedback of information is easily accessible on a much larger scale. It can serve as a medium for training to continue between sessions. By using the telephone, Bridgeline information could be shared, and the lines of communication for questions and answers were open and easily accessed. Individuals were privileged to leave and receive comments relative to special topics of interest and concern. Individual progress reports and needs could be readily shared with immediate feedback in response to those specific topics of concern. Mentor support for crisis situations could be addressed by telephone or e-mail. The sharing of ideas, yearly planning of school activities, and needed resources for specific goals attainment such as improving attendance, student achievement, and discipline issues could be shared and discussed through on line learning.

The traditional method of the mentoring curriculum lends itself to the practical experiences of the learning process of the principalship and all of its responsibilities as the instructional

leader. This includes the development of effective skills for school management, organization, staff development, instructional leadership, and student achievement. These skills are learned and developed by the principal's methods and ability to respond and react to daily challenges. How these challenges are addressed will depend largely on how effective the mentorship program has been in its process for adequately preparing entry year administrators.

Meeting and conferencing regularly will enhance the development of a trusting relationship between the mentor and mentee. This collaboration between the individuals becomes a means of sharing and learning for all involved.

Appendix A

Memorandum of Understanding

Compensation for employment as a Principal Mentor is dependent upon the contract that exists between the Principal Mentor and the district that offers the employment.

In general, the following expectations are held for the Principal Mentor:

1. Demonstrate skill in facilitating a positive and productive relationship with the Mentees.
2. Guide the Mentees in preparing for the compilation and completion of a portfolio that is based on the ISLLC Standards and meets Ohio's re-licensure requirements.
3. Offer assistance to the Mentees to facilitate a successful entry-year experience.
4. Schedule individual visits with the Mentees at a rate of ___ meetings per ___.
5. Schedule group meetings with clusters of Mentees at a rate of __ meetings per ___.
6. Document mentoring activities through minutes and/or logs (such documents are to be submitted to _____ at a rate of ___ per ___.)
7. Attend regional Mentor / Mentee meetings ... as needed.
8. Attend state-sponsored Mentor training meetings ... as scheduled.
9. Conduct self-appraisal activities and "feedback" opportunities ... as needed.
10. Participate in the evaluation of the mentoring program ... as needed.

Appendix B
Quadrants for Analyzing "Indicators" of an ISLLC Standard

Directions:

1. Identify "indicators" of the ISLLC Standard that has been assigned to you and/or your group. Indicators are those elements of a school's operation that verify the ISLLC Standard has been successfully implemented.
2. Record each indicator in the appropriate quadrant below. For example, if an indicator has high visibility and high influence, place it in the upper right quadrant.

(HIGH) **V I S I B I L I T Y** (LOW)		
	(LOW) **DEGREE OF INFLUENCE** (HIGH)	

"Visibility" refers to the ease with which the indicator is evident to the observer.

"Degree of influence" refers to the impact that an indicator has on the school organization, i.e. - if a particular indicator has a high degree of influence, then it is more likely that the ISLLC Standard is successfully implemented.

Appendix C

SUMMARY SHEET: Portfolio Licensure Assessment Guidelines

1. You are to create an original portfolio and at least two copies of it.
2. On or before January 15, 2002, you are to "fed-ex" the original to ETS. (See point 4 below for some key reminders about the format of this original.)
3. On or before January 15, 2002, you are to mail/deliver one copy of your portfolio to __
4. The original copy of your portfolio that you send to ETS must be in a three-ring binder large enough to include all materials, which includes (a) the pages that you created in addressing four of the six components AND (b) as prescribed at the bottom of the single page that appears behind tab 1 of the ETS material, THE SIX ISLLC PORTFOLIO COMPONENT BOOKLETS. In other words, you are to RETURN the original material that was included with tabs 4, 5, 6, 7, 8, and 9 and SUBMIT your portfolio material that is to be matched with tabs 10,11,12, and 13 (see point 7 below for clarification of tabs 10-13).
5. The portfolio copy that you send to ___ must also be submitted in a tabbed three-ring binder; however you are to only submit copies of the content that YOU created. Do not include copies of original ISLLC material. You will have to create tabs for the content that you send; number the tabs 10 through 13, as explained in point 7 below.
6. As you prepare your materials for submittal, please CAREFULLY READ the directions that appear in your "Portfolio Licensure Assessment" materials [the set of "tabbed" pages originally sent to you by ETS]. Start by turning to Tab 2 and then page 7. The "Directions" begin at the middle of page 7 and continue on to page 11.
7. On page 7, under point 3, there is a reference to Tabs that you are to use when submitting your four components. In your materials, you will NOT find these referenced tabs A.1, A.2, B, or C. Instead, you must use the supplied tabs 10, 11, 12, and 13. Use them in the following manner: [Component A.1 is placed with Tab 10] [Component A.2. is placed with Tab 11] [Component B.1 or B.2 is placed with Tab 12] and [Component C.1 or C.2 is placed with Tab 13].
8. On page 10 [under the final bulleted item], there is a reference to "sequentially numbered" pages. ETS has clarified the numbering sequence with the following statement:

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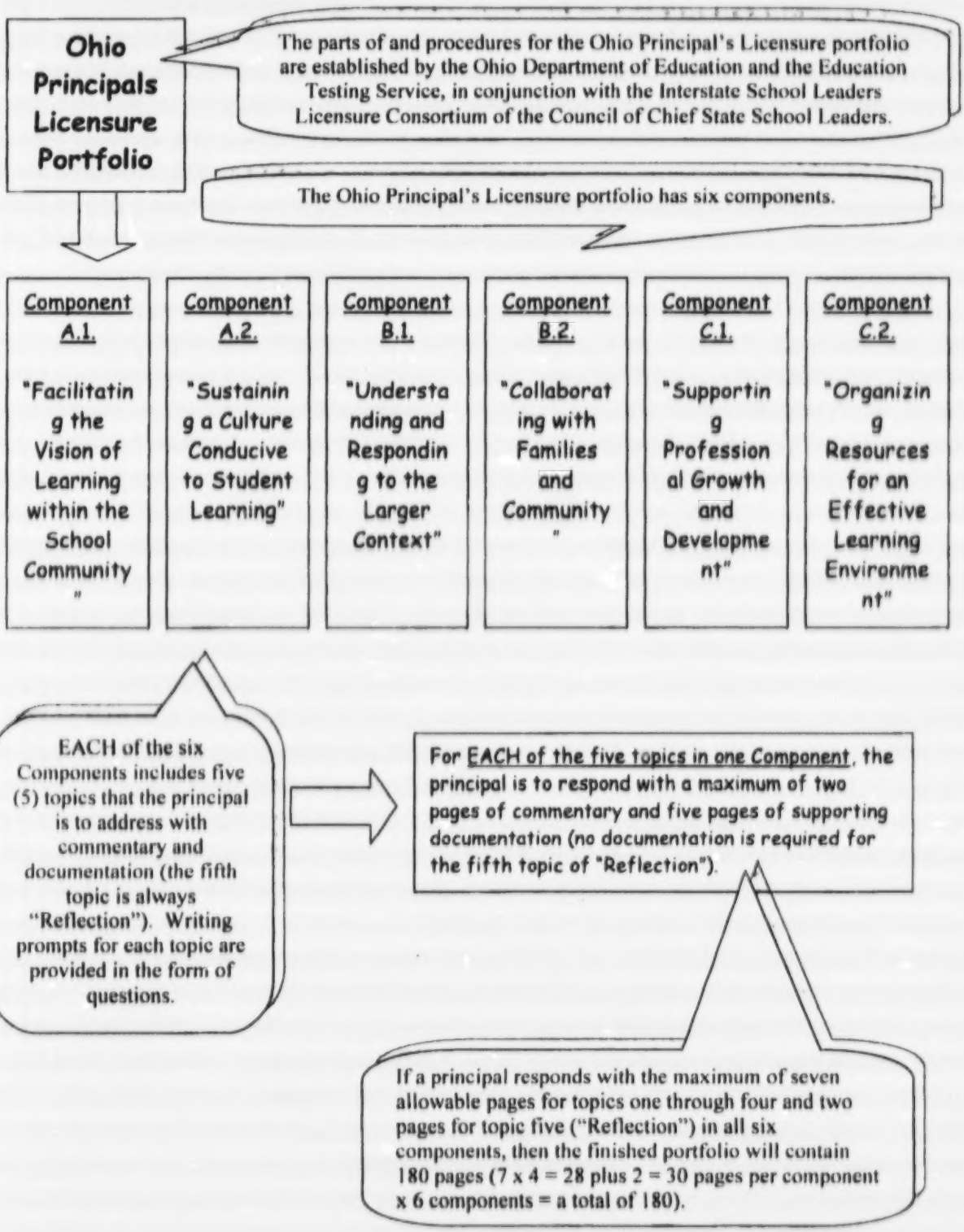
a. "Page one of each Component is to be the cover page that is included in your binder at the start of each Component (each is already numbered page one).
b. Page two is to be Form A (this is numbered page two already).
c. Page three is to be Form B.
d. Pages four and five will be the Candidate Feedback Form.
e. Page six will be the candidate's response to the first question.
f. Each of the four Components should be numbered in this sequence, starting with page one, the cover page." [Work In Progress, June 2000]

9. On page 11, there is box that includes information about "Confidentiality." Be advised that ETS has modified these guidelines with the following statement: "...names of towns, schools, and school districts may be included in both portfolio responses and documents. All candidates should, however, exercise sensitivity and professional judgment in the inclusion of such names." [Work In Progress, October 2000]
10. No documentation is required in the response to the reflection questions. [Work In Progress, June 2000]

Appendix D
Flow Chart Depicting the Parts of and Procedures for a Licensure Portfolio


Ohio Principals Licensure Portfolio
The parts of and procedures for the Ohio Principal's Licensure portfolio are established by the Ohio Department of Education and the Education Testing Service, in conjunction with the Interstate School Leaders Licensure Consortium of the Council of Chief State School Leaders.
The Ohio Principal's Licensure portfolio has six components.
Component A.1. "Facilitating the Vision of Learning within the School Community"
Component A.2. "Sustaining a Culture Conducive to Student Learning"
Component B.1. "Understanding and Responding to the Larger Context"
Component B.2. "Collaborating with Families and Community"
Component C.1. "Supporting Professional Growth and Development"
Component C.2. "Organizing Resources for an Effective Learning Environment"
EACH of the six Components includes five (5) topics that the principal is to address with commentary and documentation (the fifth topic is always "Reflection"). Writing prompts for each topic are provided in the form of questions.
For EACH of the five topics in one Component, the principal is to respond with a maximum of two pages of commentary and five pages of supporting documentation (no documentation is required for the fifth topic of "Reflection").
If a principal responds with the maximum of seven allowable pages for topics one through four and two pages for topic five ("Reflection") in all six components, then the finished portfolio will contain 180 pages (7 x 4 = 28 plus 2 = 30 pages per component x 6 components = a total of 180).

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